

The Influence of Motivation, Competence, and Job Satisfaction with Mediating of Organizational Culture and Moderating of Javanese Culture Based Coaching on Junior High School Principals' Performance in Grobogan Regency

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Abstract. This study aims to analyze the influence of motivation, competence, and job satisfaction on the performance of junior high school principals in Grobogan Regency by considering the role of organizational culture as a mediating variable and Javanese culture based coaching as a moderating variable. This study uses a quantitative approach with path analysis to examine how motivation, competence, and organizational culture affect the performance of junior high school principals in Grobogan Regency. Job satisfaction serves as a mediating variable, while Javanese culture-based coaching acts as a moderator. Data were collected from 100 principals using validated questionnaires, and analyzed with the SEM-PLS method. The results show that motivation, competence, and job satisfaction significantly influence organizational culture, and both motivation and organizational culture significantly enhance principal performance. However, coaching based on Javanese culture and its interaction with organizational culture do not show significant direct effects on performance. Overall, the model demonstrates strong validity, reliability, predictive relevance (Q^2), and a high goodness of fit ($GoF = 0.562$), indicating its robustness in explaining the relationships between the studied variables.

Keywords: motivation; competence; job satisfaction; organizational culture; coaching; Javanese culture; principal performance.

INTRODUCTION

This study addresses the critical role of school principals in improving the quality of education in Indonesia, which remains behind compared to other countries. The performance of school principals is influenced by several key factors including motivation, competence, and job satisfaction. Motivation, both intrinsic and extrinsic, drives individuals to achieve goals and is crucial for productivity and performance. Competence involves a combination of skills, knowledge, attitudes, and values required for effective professional functioning. Job satisfaction, a psychological condition, affects one's commitment and productivity, and is shaped by various workplace conditions. Performance itself is the level of success in fulfilling tasks aligned with organizational goals and standards. For principals, performance evaluation is essential and must be based on objective criteria such as work quality, timeliness, and communication. Effective performance management not only supports organizational efficiency but also aids in

career development and institutional planning.

In the educational context, principal performance is highly specific and regulated by national standards, including competencies in leadership, management, supervision, entrepreneurship, and social skills. According to data from Grobogan Regency (2022–2024), principal performance at junior high schools remains at an average level, highlighting the need for improved professionalism. Several key performance indicators such as curriculum planning, administrative documentation, and financial management show suboptimal results. This study proposes that organizational culture mediates the influence of motivation, competence, and job satisfaction on principal performance, while Javanese culture-based coaching acts as a moderating variable. The cultural values inherent in Javanese society, such as mutual cooperation, respect, humility, and social harmony are believed to strengthen leadership effectiveness when incorporated into coaching. The research is grounded in various theories, including Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Self-Determination Theory, Competency

Theory, Transformational Leadership, and Organizational Culture Theory. It also introduces novel perspectives by integrating local wisdom, particularly through coaching aligned with Javanese values, as explained by the Local Wisdom Theory and Koentjaraningrat's cultural dimensions. This contextual and theoretical integration offers a more comprehensive model of principal performance development. Despite abundant prior research on the effects of motivation, competence, and job satisfaction, findings remain inconsistent, prompting a deeper exploration of mediating and moderating variables.

The study identifies significant research gaps especially in the integration of organizational culture and local-based coaching which this research aims to address. With specific application in the cultural setting of Grobogan, this research contributes both theoretically and practically by proposing an innovative framework for enhancing school leadership through context-sensitive strategies.

METHODS

This study adopts a quantitative research approach using path analysis to examine the influence of motivation, competence, and organizational culture on the performance of junior high school principals, with job satisfaction as a mediating variable and Javanese culture-based coaching as a moderating variable. The research is non-experimental and ex post facto in nature, focusing on naturally occurring events without manipulating variables. Data were collected from a population of 137 principals in Grobogan Regency, with a sample size of 100 determined using Isaac and Michael's formula through simple random sampling. Each research variable was operationalized based on relevant theoretical foundations. Motivation was defined using Maslow's hierarchy of needs, Herzberg's two-factor theory, and Deci & Ryan's self-determination theory. Competence was based on Spencer & Spencer's theory and the Indonesian National Education Ministerial Regulation, while job satisfaction was measured using Locke's and Adams' theories. Organizational culture followed Schein's and Hofstede's models, and Javanese coaching was based on Whitmore's coaching theory and local wisdom emphasizing values such as harmony, patience, and mutual respect. Principal performance was measured through dimensions like planning, implementation,

supervision, resource management, and innovation, aligned with national performance standards.

Data collection used a validated and reliable Likert-scale questionnaire distributed directly to school principals, who provided self-assessments. The instrument underwent item validity and reliability tests, including item-total correlation and Cronbach's Alpha, ensuring internal consistency. The analysis employed Structural Equation Modeling using Partial Least Squares (SEM-PLS), which is suitable for complex models with mediation and moderation paths and works well with small samples and non-normal data. The SEM-PLS analysis included evaluation of the outer model (to assess indicator validity and construct reliability) and the inner model (to assess structural relationships between latent variables), using R^2 and Q^2 for explanatory and predictive power. Hypothesis testing was conducted using bootstrapping, with significance determined by t-statistics (>1.96) and p-values (<0.05). This methodology enables a comprehensive examination of both direct and indirect effects, providing robust empirical support for the theoretical model and answering the study's research questions in a statistically rigorous way.

RESULT AND DISCUSSION

Structural Model – Outer Models

The analysis conducted for the outer model measurement used construct validity and reliability. For reflective indicators, construct validity used Convergent Validity, Average Variance Extracted (AVE), and Discriminant Validity. Construct reliability used Composite Reliability and Cronbach's Alpha.

Construct Validity

Convergent Validity. An indicator is declared valid if its outer loading value is greater than 0.7, meaning the indicator is valid. A variable is considered valid with an AVE value greater than 0.5. The following is the result of the outer model measurement.

- a) Variable X1 (Motivation): AVE = 0.588 > 0.5; 16 indicators valid (loading range 0.724 – 0.874)
- b) Variable X2 (Competency): AVE = 0.727 > 0.5; 12 indicators valid (loading range 0.809 – 0.902)
- c) Variable X3 (Job Satisfaction): AVE = 0.658 > 0.5; 14 indicators valid (loading range 0.741 – 0.889)

- d) Variable Z (Organizational Culture): AVE = $0.748 > 0.5$; 15 indicators valid (loading range $0.799 - 0.916$)
- e) Variable M (Javanese Culture-Based Coaching): AVE = $0.671 > 0.5$; 10 indicators valid (loading range $0.782 - 0.899$)
- f) Variable Y (Principal Performance): AVE = $0.622 > 0.5$; 12 indicators valid (loading range $0.732 - 0.876$)

Discriminant Validity. Based on the cross-loading table, all indicators show higher loadings on their respective variables than on others. Outer loading values confirm this for each construct.

Construct Reliability

- a) All variables (X1, X2, X3, Z, M, Y) have Cronbach's Alpha > 0.7
- b) Composite Reliability > 0.7
- The Conclusion is All constructs are considered highly reliable.

Structural Model – Inner Model

SmartPLS software was used for structural model analysis. The structural is shown below: Model Equations:

- a) Model 1: $Z = 0.440X1 + 0.326X2 + 0.340X3 + ei1$; $R^2 = 0.475$
- b) Model 2: $Y = 0.255X1 + 0.059X2 + 0.155X3 + 0.394Z + 0.120M + 0.027Z*M + ei2$;
- c) $R^2 = 0.448$

Table 1. Coefficient of Determination (R^2)

Effect	R Square
X1, X2, X3 \rightarrow Z	0.475
X1, X2, X3, Z, M, Z*M \rightarrow Y	0.448

Interpretation:

- a) Model 1: 47.5% variance in Organizational Culture is explained by Motivation, Competency, and Job Satisfaction.
- b) Model 2: 44.8% variance in Principal Performance is explained by all independent and mediating variables.

Table 2. Effect Size (F^2)

Exogenous Variable	Z	Y
X1 (Motivation)	0.367 (Large)	0.084 (Small)
X2 (Competency)	0.198 (Medium)	0.005 (Very Small)
X3 (Job Satisfaction)	0.213 (Medium)	0.027 (Small)
Z (Organizational Culture)	–	0.131 (Small)
M (Javanese Culture-Based Coaching)	–	0.021 (Small)
Z to M	–	0.002 (Very Small)

Interpretation:

Effect sizes follow Cohen's guidelines:

Small ($0.02 - 0.15$)

Medium ($0.15 - 0.35$)

Large (> 0.35)

Table 3. Predictive Relevance (Q^2)

Effect	Q^2
X1, X2, X3 \rightarrow Z	0.346
X1, X2, X3, Z, M, Z*M \rightarrow Y	0.262

Conclusion: All Q^2 values > 0 , indicating good model predictive relevance.

Goodness of Fit (GoF)

Calculated GoF = $0.562 \rightarrow$ classified as large (> 0.36), indicating good model fit.

Hypothesis Testing

A relationship is significant if p-value < 0.05 .

Summary of Results:

Significant Effects:

- a) $X1 \rightarrow Z$ (0.440 ; $T = 5.199$; $p = 0.000$)
- b) $X2 \rightarrow Z$ (0.326 ; $T = 3.812$; $p = 0.000$)
- c) $X3 \rightarrow Z$ (0.340 ; $T = 4.321$; $p = 0.000$)
- d) $X1 \rightarrow Y$ (0.255 ; $T = 3.046$; $p = 0.002$)
- e) $Z \rightarrow Y$ (0.394 ; $T = 3.115$; $p = 0.002$)

Non-significant Effects:

- a) $X2 \rightarrow Y$ (0.059 ; $T = 0.692$; $p = 0.489$)
- b) $X3 \rightarrow Y$ (0.155 ; $T = 1.552$; $p = 0.121$)
- c) $M \rightarrow Y$ (0.120 ; $T = 0.730$; $p = 0.465$)
- d) $Z*M \rightarrow Y$ (0.027 ; $T = 0.323$; $p = 0.747$)

Interpretation of Effects are Motivation, Competency, and Job Satisfaction significantly increase Organizational Culture, Motivation and Organizational Culture significantly increase Principal Performance, Coaching based on Javanese Culture and its moderation effect ($Z*M$) do not significantly influence performance

CONCLUSION

This study concludes that motivation, competence, and job satisfaction have a significant positive influence on organizational culture, which in turn plays a key role in enhancing the performance of junior high school principals in Grobogan Regency. Additionally, both motivation and organizational culture directly contribute to improved principal performance. However, coaching based on Javanese culture and its interaction with organizational culture do not exhibit a significant direct effect on performance. Overall, the research model is robust, demonstrating strong validity,

reliability, predictive relevance (Q^2), and a high goodness of fit ($GoF = 0.562$), confirming its effectiveness in explaining the relationships among the examined variables.

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